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ABSTRACT

This guide is intended as a reference for both parents and teachers concerning the design and objectives of two-way bilingual language immersion programs in elementary schools, including procedures and considerations in the creation of a new program. The first section looks at the role of language immersion as a form of enrichment education, and outlines different immersion program models. The second section examines attitudes toward language, language education, and bilingualism and the importance of community readiness in developing an immersion program. Section three addresses the planning and organization of a two-way immersion program, focusing on such issues as community demographics and the involvement of local school authorities. Parental involvement in the program is discussed in the fourth section. The challenges specific to the first 6 weeks of the program, the function of an immersion parent advisory committee, and issues in home-school cooperation are addressed in this section. In the final section, selected successful two-way immersion programs are profiled and a more extensive case study of one Arlington (Virginia) program is presented. Contains 20 references. (MSE)

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TWO-WAY FOREIGN LANGUAGE IMMERSION PROGRAMS

A handbook for parents and teachers

by

Barbara A. Craig, Ph.D.

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Arlington, Virginia

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Introduction

We live in an increasingly multilingual and multiethnic society. As community members and parents, it is both our responsibility and our joy to help children accept and embrace differences in human expression and experience around them. Thoughtful parents across the country are turning to the public schools to provide integrated multicultural classrooms where children can learn to embrace diversity as part of their early childhood education. An important component of ethnicity and cultural expression is language, the vehicle through which all children perceive, learn about, and communicate with their world.

This handbook describes two-way immersion, an enrichment foreign language instructional program designed to teach children a second language during the primary school years. This important innovation in early childhood education combines the opportunity for children to learn regular elementary school subjects while developing competence in a foreign language. Children from different ethnic backgrounds work together in a cooperative learning environment where they can maintain their proficiency in their home language and learn a second language while they master regular school subjects.

In the following pages, you will learn about the goals of two-way immersion, the academic results of programs evaluated over the past decade, and the enriching educational and social benefits your child can receive from participating in a two-way immersion foreign language program. More importantly, you will learn how to organize such a program in your own local school.

Chapter 1.0

LANGUAGE IMMERSION AS ENRICHMENT EDUCATION

1.1 Language immersion: Origins and outcomes

1.2 An American variation

1.3 Models of two-way immersion instruction

1.1 Language immersion: Origins and outcomes

Two-way immersion has its roots in the Canadian experience with French immersion education in Quebec province, where a local school district pioneered a model of foreign language instruction designed specifically for students who were native speakers of English. Twelve English-speaking parents from the Montreal suburb of St. Lambert met on October 30, 1963, to discuss the French foreign language instruction their children were receiving through the local public schools. The parents were dissatisfied because their children's French was so poor they couldn't even talk with their French-Canadian neighbors. Because Quebec is a bilingual province, these parents felt their children should become bilingual in English and French in the public schools.

The St. Lambert experiment

The parents formed the St. Lambert Bilingual School Study Group, and set about finding a better method of teaching their children French. For advice, they turned to linguistic experts at nearby McGill University, particularly Dr. Wallace Lambert of the Psychology Department and Dr. Wilder Penfield of the Montreal Neurological Institute. These researchers had studied the social, psychological, and cognitive aspects of bilingualism.

At the end of a two-year process of parental initiative and local community involvement with the public school system, "the St. Lambert experiment" established its first immersion kindergarten class of 26 English-speaking children in the fall of 1965. The children were taught by native French-speaking teachers and

received all their education through the medium of the French language in kindergarten and first grade. Beginning in second grade, the children studied English language arts for an hour a day in English. They followed this same schedule through the fourth grade, receiving all but an hour of their daily instruction in French. This method of instruction, now known as *early total immersion*, is only one form of immersion foreign language instruction used in schools in the United States. Other types are described in the last part of this chapter, "Models of two-way immersion instruction".

Evaluating the results

A five-year evaluation of the St. Lambert immersion program, carried out by Dr. Lambert and linguist Dr. G. Richard Tucker, found that by the end of fourth grade, the children had developed high levels of proficiency in French. Not only could they participate in social activities and form lasting friendships with French-speakers, but they were able to learn non-language subjects such as mathematics through French. Moreover, according to Lambert and Tucker, after five years of French immersion instruction, the children had developed "unmistakably more favorable attitudes toward French Canadians" than had English-speaking children schooled in all-English classes.

Learning through French had no negative effects on the children's English development. At the end of the fourth grade, with only one hour of English language instruction in grades two

through four, the program evaluators found that children were "able to read, write, speak, understand, and use English as competently as youngsters instructed in the conventional manner via English." In addition, the immersion students scored as well on standardized tests of mathematical computation and problem-solving as students who had received their schooling in English. Lambert and Tucker pointed out that "this result is impressive since all arithmetic concepts for the [immersion students] were taught via French whereas this test was administered and presented in English."

The St. Lambert pilot program was highly successful because the parents continued to petition the local school board to expand the program to accommodate the changing sociopolitical conditions in Quebec province. By June of 1971, the St. Lambert French immersion program had expanded to include more than 700 children in six nearby communities, and similar programs had been started in Ontario and New Brunswick.

Outside of Canada, the first total immersion program in the United States was established in 1971 in Culver City, California, designed to teach Spanish to English-speaking students. The Culver City program was modeled on the successful St. Lambert program, but it used Spanish as the language of instruction because of the large numbers of Spanish-speakers in the local community. Later American developments in immersion instruction have been strongly influenced by the fact that Spanish is a more widely used second language in the United States than is French.

1.2 An American variation

Educators in the United States introduced an important innovation on Canadian-style immersion. While parents in St. Lambert, Canada, were developing French immersion instruction for their English-speaking children, educators in Dade County, Florida, were experimenting with enrichment bilingual education in Spanish and English for both Cuban and English-speaking American children. On September 3, 1963, 350 children in the first, second, and third grades entered a special program at Coral Way Elementary School. In the mornings, children in the same first-language group studied together in their native language; in the afternoons, they switched teachers and studied in their second language. Evaluations of the program showed that all the children made steady progress in both languages, mastered subject matter content equally well in both languages, and developed a bicultural understanding of children in the other language group.

Two-way immersion instruction

Since 1963, enrichment bilingual education in the United States has grown from one small program in Dade County, Florida, to over 182 two-way immersion programs in 18 states. Two-way programs use both English and a second language, often Spanish, to teach regular subject matter to elementary school children. The classes are composed of English-speaking children and children who are native speakers of the second language,

preferably in balanced numbers.

During the school year, different subjects are taught through each language, with at least 50 percent of the total academic instruction being taught through the second language. Individual schools and programs can accomplish this goal differently. For example, all instruction in the morning may be in English, while afternoon classes may be held in Spanish. Or certain subjects, such as science and social studies, may be taught through Spanish, while mathematics and language arts may be taught in English. Another variation is to teach all classes in Spanish one day and in English the next. Whatever the system used, over the course of their schooling the children study all subjects in each of their languages so that they can learn the vocabulary for all subjects in both languages.

Goals of two-way immersion

While there is considerable variation in program design and implementation, the goals of two-way immersion instruction are similar across all of the schools. By teaching regular academic subjects through two languages to children from different home languages, two-way programs aim for bilingual proficiency, academic achievement, and cross-cultural understanding. Noted bilingual researcher Dr. Kenji Hakuta recognizes their motive as "linguistic, cognitive, and cultural enrichment -- the creation of citizens of the world." Two-way immersion programs are proving to be highly successful in achieving all three goals.

Bilingual proficiency

Two-way immersion aims to teach students to speak, read, and write in two languages, thus providing enrichment bilingual education for all students. Other features that make two-way immersion an exemplary educational model are: voluntary student enrollment, substantial parent involvement, and content instruction in both of the program languages. A primary goal of two-way immersion is to promote near-native proficiency in the second language for both groups of students, who will maintain their first language competence while developing proficiency in their second language.

Research on early **total** immersion programs in the United States and Canada has found that English-speaking immersion students seldom achieve native-like speaking skills in the second language, although they do develop impressive functional communicative abilities. Moreover, these studies have usually assumed that total immersion students do not develop native-like second language skills because the only native speaker they hear on a regular basis is their teacher. The evaluator of the Culver City, California, Spanish total immersion program noted that because only English-speaking students were present in the classroom, they "reinforce each other's incorrect usage" and risk developing "a classroom dialect peculiar to Spanish [Total] Immersion Program students."

By contrast, **two-way** immersion programs include native-speaker models of the second language in the classroom. This

feature of two-way immersion is important because it may help alleviate some of the limitations on second language acquisition that were found in the Canadian-style immersion classes mentioned earlier. For example, Dr. Fred Genesee, a noted researcher on second language acquisition and immersion instruction, points out that "By providing peer contact in the target language, this approach offers a solution to some of the shortcomings inherent in [Canadian-style] immersion programs in which only the teacher has native proficiency in the target language."

Pedagogically, two-way immersion instruction is based on work in second language acquisition and aims to create in the classroom the positive social and mental conditions that accompany child first language acquisition: exposure to ample understandable language, a silent period preceding spoken production of the language, language used for meaningful communication, and attention to the message content rather than its form. Two-way immersion students achieve high levels of bilingual proficiency because both languages are used for learning regular subjects rather than simply being studied as subjects themselves. At the lower grades, kindergarten and primary students engage in high-interest group play activities that teach language through songs, games, drama, and dance drawn from the cultural traditions of nations where the languages of instruction are spoken natively in daily life.

Academic achievement

Besides acquiring functional proficiency in their second language, immersion students display consistently positive non-language academic performance in subject areas. Studies of both Canadian and U.S. immersion programs have shown that children learn the same subject-matter content as students in the regular English curriculum and perform as well as they do in English language usage.

A 1992 study by Dr. Virginia Collier, a leading educator and researcher on bilingual education, examined records of two-way immersion student performance over a period of at least five years. In comparing the results of different models of bilingual education, including two-way immersion, she found "that students taught through a minority language for part of the school day may experience an initial lag in second language skills which usually disappears by the middle grades of elementary school and in many cases the bilingually schooled students demonstrate superior performance by the end of elementary school, in comparison to matched monolingually schooled students."

Dr. Collier concluded that "the two-way bilingual program model has strong potential for high academic achievement of all students," pointing out that students with at least 4 or 5 years in a two-way program tend to score very high on standardized academic achievement tests given in English.

Cross-cultural understanding

Two-way immersion programs have also been successful in helping students develop positive social attitudes towards the two languages of instruction and their speakers. In addition to learning another language, both groups also have constant, daily opportunities to interact with children of their own age who are native speaker models of the other language. Two-way immersion programs offer the advantages of enrichment foreign language instruction to English-speaking students while providing second language speakers with initial literacy and some academic instruction in their native language. By promoting the equal status of the two languages of instruction, two-way immersion classes encourage harmony and cooperation between children from different home language backgrounds.

1.3 Models of two-way immersion instruction

In addition to the early total immersion model pioneered in Montreal in 1965, a number of other models of immersion foreign language instruction have been developed over the past 30 years. Program models can be divided according to three main features: (1) the grade level at which immersion instruction starts; (2) the amount of time the second language is used as the medium of instruction; and (3) the presence or absence of native second language speakers in the classroom.

Starting points for immersion programs can be divided into **early**, with instruction through the second language beginning in

kindergarten or first grade; **delayed**, beginning in fourth or fifth grade; and **late**, beginning in seventh or eighth grade. Time spent learning through the second language ranges from **total immersion**, in which all instruction is in the second language, to **partial immersion** programs in which the second language is used for instruction between 50 and 90 percent of the time. Finally, **two-way** immersion programs include significant numbers of second-language speakers, usually about 50 percent of each class. These programs contrast with traditional immersion programs which enroll only English-speaking students learning a second language.

The St. Lambert and Culver City programs are examples of *early total immersion*, while the Coral Way program illustrates *early partial immersion*. Programs that combine English-speaking and second language children in partial immersion classes are called *two-way* (or *bilingual*) *immersion*.

Choosing a model for your school community

Since 1992, the National Center for Research on Cultural Diversity and Second Language Learning has published a yearly directory of two-way immersion programs in public schools across the United States. The programs described in the directory and its annual updates reveal a wide variety of choices available for implementing two-way immersion at the local school level. These choices include differences in enrollment area (neighborhood-based or magnet schools), method of separating the languages of instruction (by school subject, by class period or day of week,

or by teacher), and the program model selected (early total or early partial immersion). This flexibility in the implementation of two-way immersion instruction is one of its strengths, allowing a school to tailor its program to fit local community conditions, preferences, and language resources.

Chapter 5 of this handbook describes eight local two-way programs located in widely different areas of the United States. These examples of successful school models show the diversity of ways that two-way immersion instruction can be implemented in a local community, depending on the ethnic, linguistic, and demographic composition of the school district. The common denominators in these successful school programs are: (1) the inclusion of both English and second-language children in the classes, preferably in balanced numbers; (2) the use of the second (non-English) language for at least 50% of instructional time; (3) a program length of at least four to six years of bilingual instruction; (4) instruction through the two languages in the same academic curriculum as the school's regular English-language program; and (5) voluntary enrollment of all students, along with the strong commitment and involvement of their parents in the operation of the program.

Given these conditions, evaluations of two-way immersion programs have shown that children develop communicative fluency in both languages, achieve on grade level academically in regular elementary content subjects, and gain cultural awareness and understanding of children from the other language group. More-

over, English-speaking children continue to progress in their own language, achieving at or above the level of children in a similar all-English program, both in English language use and in academic achievement in other subjects.

Perhaps one of the most important points about two-way immersion programs is that they are often started by groups of concerned or interested parents. One of the primary motivations of the St. Lambert parents was the prevalence of interethnic tensions in French-Canadian Montreal. Similarly, many of the programs described in Chapter 5, such as the Inter-American Magnet School in Chicago, arose from local parents' desires that their children learn to cope with, appreciate, and communicate in a diverse learning and living environment. As our nation continues to attract increasing numbers of ethnically, racially, and linguistically diverse people, the positive benefits of two-way immersion for both English-speaking and second language children in our public schools become more important and evident.

The following chapters will help you assess whether or not a two-way immersion program is suitable for your local school, and outline the steps to follow in planning and organizing a program. In addition, you will learn from the experience of other groups of parents how to work with local school administrators to establish a successful, on-going program.

Sources cited and further reading

Major sources for this chapter include *Bilingual education of children: the St. Lambert experiment*, Wallace Lambert and G. Richard Tucker's 1972 report of the development and first years of an elementary school French immersion program in Montreal, Quebec, Canada, and Fred Genesee's 1987 book about foreign language immersion instruction, *Learning through two languages*.

Kenji Hakuta's *The Mirror of Language: The Debate on Bilingualism* relates the history of the Coral Way bilingual program in Dade County, Florida, while *Bilingual education: History, Politics, Theory and Practice*, by James Crawford, outlines the experience of the Spanish immersion program in Culver City, California. Christian and Whitcher's *Two-way Bilingual Programs in the United States, 1994-1995 Revised Directory* lists all known two-way bilingual immersion programs in United States public schools as of January 1995.

Research on the academic outcomes of immersion instruction is reported in David Dolson's monograph *The Application of Immersion Education in the US*; Stephen Krashen's article "Immersion: Why It Works and What It Has Taught Us"; and Merrill Swain's "A Review of Immersion Education in Canada: Research and Evaluation Studies." Virginia Collier reviews studies from the last ten years on the effectiveness of bilingual education, including two-way immersion, in her 1992 article "A Synthesis of Studies Examining Long-Term Language Minority Student Data on Academic Achievement."

Chapter 2.0

UNDERSTANDING ATTITUDES TOWARDS BILINGUALISM

2.1 Language attitudes and language education

2.2 Assessing community readiness for two-way immersion

Introduction

In most parts of the world, to be *bilingual* means to be able to speak, and perhaps to read and write, in two different languages. The noted American sociologist Dr. Joshua Fishman describes the public attitude towards bilingualism in the U.S.:

> Ironically, "bilingualism" has become a newspeak euphemism for "non-English mother tongue." "Bilinguals" are thus non-English mother-tongue speakers; "bilingual teachers" are those who teach them; "bilingual programs" are those that Anglify them. This usage is uniquely American and barely disguises the negative semantic field to which it pertains.

In the United States, *bilingual education* generally refers to special programs designed for immigrant children with little or no proficiency in the English language. The stated goal of these programs is to improve the education, social mobility, and future economic opportunity of minority language children by moving them into regular (English-language) classrooms as soon as possible. When defined in this way, bilingual education has no relevance for mainstream English-speaking American students.

Recently, however, leaders in government, industry, and education have cited Americans' general lack of competence in foreign languages as a national security concern and a major factor contributing to America's loss of competitiveness in world economic markets. On the local level, American parents have also begun to look for ways to educate their children to function effectively in our increasingly multicultural society. In diverse multilingual communities across the nation, local school districts are implementing two-way immersion programs to serve the needs of both limited English proficient children and native-born American children in learning to speak a second language.

2.1 Language attitudes and language education

Social attitudes towards the value of bilingualism, then, have a direct bearing upon the success of any bilingual or foreign language instructional program in the public schools. Community acceptance of the choice of languages of instruction, whether English or a combination of English and another language is used, depends upon gaining the support of the language users in the local school community: students, parents, teachers, and the general public. Recent studies have revealed a gradual shift in public support of multiculturalism and bilingualism instead of the traditional emphasis on assimilation into the "melting pot" in American society.

Attitudes towards bilingualism in the United States

In New Haven, Connecticut, for example, Dr. Kenji Hakuta conducted a 1983 telephone survey of 179 randomly-selected people listed in the local telephone directory and found that 70 percent of those interviewed approved of bilingual education as the best way for a language-minority child to learn English. Half of these people said that funding for bilingual education should be increased, and nearly 60 percent thought the children should also be encouraged to maintain their home language and culture.

A more detailed study carried out in metropolitan Detroit, Michigan, during 1986 investigated the variation in language attitudes of different ethnic groups. McGill University sociologists Wallace Lambert and Donald Taylor reported on the

attitudes towards cultural, racial, and linguistic diversity held by parents of public school children from a variety of ethnic backgrounds in the greater Detroit area. One of three main issues addressed by their study was the parents' attitudes towards bilingualism.

Lambert and Taylor surveyed working-class American parents from seven different ethnic groups: Polish, Arab, Albanian, Mexican, Puerto Rican, black American, and white American, plus a sample of middle-class white American parents. One of the most important findings they reported is that "all groups support the idea of bilingualism for their children, and certain groups thought that public schools had an important role to play in its promotion." They found that all of the groups surveyed -- immigrant minorities, black Americans, and both middle-class and working-class white Americans -- strongly favor the development of bilingual competence in their own children and also agree that immigrant children should be allowed to retain their native language and culture.

The changing language attitudes of the American public

The results of six national opinion polls conducted between 1984 and 1988 found that Americans expressed similarly positive attitudes towards bilingualism. An analysis of responses to questions concerning the use of English and non-English languages in education, government, and public life revealed that Americans are generally tolerant, and sometimes supportive, of multi-

lingualism in American society.

The National Opinion Research Center's 1984 General Social Survey asked respondents whether they felt being able to speak and understand English was an important obligation for U.S. citizens. Overall, 84% felt it was a "very important" obligation, 14% said it was "somewhat important", and only 3% said being able to speak English was "not an obligation." A 1986 *US News & World Report*/CNN poll asked 1,000 adults if they thought that "anyone who wants to stay in this country should have to learn English". The vast majority polled, 81%, agreed with the view that all U.S. residents should learn English. Only 17% disagreed, while 2% said they didn't know. According to these polls, then, the popular view is that all Americans should know or learn English.

In practice, however, Americans are more flexible in allowing the use of non-English languages in daily public life. A Gallup poll conducted for *Newsweek* on June 25, 1984, asked 751 adults if they felt that only English should be used in public schools and by the government, or if other languages should be used in areas with large non-English-speaking populations "to help immigrants participate in education, business, public affairs and daily life." While 47% of the respondents felt that only English should be used, 49% supported the use of a second language to help immigrants participate in American life. And 61% agreed that immigrants help improve American culture with their different cultures and talents; only 35% disagreed.

In 1986, a *New York Times*/CBS News poll asked a nationwide sample of 1,618 whether state and local governments should conduct business in both English and another language "in parts of this country where many people speak a language other than English." While 60% of the respondents chose "English only," 36% approved of using English plus another language. In a second *New York Times* poll conducted in 1987, this trend towards linguistic tolerance appeared even stronger. This time, the question asked respondents if they favored amending the U.S. Constitution to require "federal, state, and local governments to conduct business in English and not use other languages, even in places where many people don't speak English." Of the 1,254 responses to this question, 47% favored such a constitutional amendment, while 47% were opposed, supporting the use of non-English languages in public. Only 6% had no opinion.

A poll specifically aimed at attitudes towards public education, the 20th Annual Gallup Poll of the Public's Attitudes Toward the Public Schools, sampled 2,118 adults nationwide in 1988. Respondents were asked if they agreed that local public schools should provide instruction in non-English languages in order to help limited-English-proficient children become more successful learners. Of those polled, 49% were in favor, 42% were opposed, and 9% were undecided.

These polls indicate that public opinion in the late 1980s strongly favored the requirement that all be able to speak English in the United States; however, preventing the government

from communicating with citizens in other languages, or amending the Constitution to that effect, received far less support. Taken together, the responses to these six surveys closely parallel the results of the New Haven and Detroit studies discussed earlier. There seems to be general agreement in American society that all should learn English. However, Americans generally allow the public use of other languages in education, government, and business in order to help newcomers integrate themselves into daily life.

The importance of current attitudes for two-way program planning

Although Americans appear to have a tolerant attitude towards the bilingualism of new immigrants, these newcomers are still expected to learn English in order to participate fully in American society. And according to the traditional American definition of bilingual education, schools offering such programs expect minority-language children to develop a proficiency in English that will replace their native languages and assimilate them into regular mainstream classes. So the bilingualism offered to these children by the schools is transitional and temporary, not additive and permanent.

By contrast, foreign language instruction through the schools has long been recognized as an enriching educational experience for mainstream children in many societies. In the United States, however, "foreign" language instruction for new immigrants -- known as transitional bilingual education -- has

traditionally been applied in the reverse direction, with the goal of replacing the immigrant child's home language with the "foreign" language (English). Monolingualism in English is thus reinforced in the United States because schools usually provide only transitional bilingual education for immigrant children and because foreign language instruction for mainstream American children has not often produced high levels of proficiency.

As American mainstream attitudes towards bilingualism become more openly accepting and positive, an alternative to traditional bilingual education and foreign language classes has become available. By combining children from both of these groups in one classroom for two-way immersion instruction, all of them receive the added benefits of peer age-group native speaker models of the second language, as well as the opportunity to form friends from different cultural backgrounds through daily interaction in school.

Thus an important result of current American language attitudes is the emergence of favorable conditions for the promotion of bilingualism through the public schools, for all children. Based on a new definition of bilingual education as regular subject matter instruction through two languages, both immigrant and majority English-speaking children can reap the advantages of enrichment foreign language instruction. The next section explains how a group of interested parents can discover the local language attitudes in their own community and determine if a two-way immersion program would be successful.

2.2 Assessing community readiness for two-way immersion

Local language attitudes can best be uncovered by using two or three complementary methods of inquiry: informal conversations and observations, coupled with more structured meetings and perhaps a telephone or written survey. The most appropriate methods to use will depend upon the part of the community parents are trying to reach.

Parental attitudes

The interest and enthusiasm of the parents whose children will be enrolled in the program is crucial. Parental support and participation will greatly ease the initial challenges involved in the home/school language switch required of all students in learning a second language through two-way immersion. Two-way immersion instruction has a strong social component, including the team approach of the teachers, the daily interaction of children from different cultural and language backgrounds, and the involvement of the parents and local community in their children's education.

In order to maintain their enthusiasm and commitment to two-way immersion, parents should be convinced of the importance of teaching their children to live and work in a multilingual, multiethnic society. They should not only tolerate and accept local linguistic and cultural diversity, they should be advocates of the benefits of diversity in the classroom. Parents whose children learn through two-way immersion will have the

satisfaction of participating in a program that places equal emphasis on the linguistic, academic, and social development of each child.

Community attitudes

The parents' first job, then, is to find out what local community attitudes are towards bilingualism. What attitudes should parents look for, and how will they measure them? The "best-case scenario" would be to find sincere parental desire for the program, strong commitment to immersion on the part of the school principal and immersion teachers, support from the school district's central administration, and local community acceptance of the use of non-English languages in the public schools.

Parents who hope to establish a two-way program can assess local community attitudes towards bilingualism in a number of ways. They can attend their school's parent-teacher association (PTA) meetings and talk informally with other parents whose children might be potential students in a two-way program. They can ask to make a short presentation about the goals and benefits of two-way immersion at local school or district-wide PTA meetings. They might even arrange a special informational meeting in their local area where a few parents from a nearby two-way program in another state or school district could come and share their experiences and answer parents' questions about two-way immersion.

Finally, a small group of parents trying to gain support for a local two-way program might design a short written survey to learn about local parents' attitudes towards bilingualism and two-way immersion. The survey could be mailed to prospective immersion families or passed out to interested parents at local PTA meetings. The sample survey shown below can be adapted to suit a variety of local communities.

ANYTOWN SCHOOLS PARENT SURVEY
Cultural Diversity Poll

Instructions: To answer the questions, please follow this chart:

1	means	very unhappy (not at all satisfied)
2	means	a little dissatisfied
3	means	neutral (or no opinion)
4	means	generally satisfied
5	means	very satisfied (happy)

Circle the number on the line (scale) that is closest to your opinion for each question. For each question, please circle your opinion on a scale of 1 (lowest or worst) to 5 (highest or best).

Example:

How satisfied are you with the cultural diversity in the school your child attends?

1----------2----------3----------4----------5
Very unhappy Neutral Very satisfied

Comments:

(Your additional written comments, although not required, will help us better understand your opinions.)

Now, please circle your opinion for each question below:

1. Some of the students attending Anytown Public Schools come from different cultures and speak a non-English language at home. How do you feel about your child attending a diverse school?

1----------2----------3----------4----------5
Very unhappy Neutral Very happy

Comments:

2. In your opinion, how has the presence of children who are just learning to speak English affected your child's progress in school?

1----------2----------3----------4----------5
Negative effect No effect Positive effect

Comments:

3. How has attending a culturally diverse school affected your child's attitude towards children from other cultures?

1----------2----------3----------4----------5
Less understanding No effect More understanding

Comments:

4. In the United States, how important do you think it is for children to maintain their home language (such as Spanish, Chinese, or Vietnamese), if it is not English?

1----------2----------3----------4----------5
Not important No opinion Very important

Comments:

5. In the United States, how important is it for children to understand and use English fluently?

1----------2----------3----------4----------5
Not important No opinion Very important

Comments:

6. What language does your child speak most fluently?

____ English ____ _____

Comments:

7. How important is it to you that your child learn to speak both English and another language? (become bilingual)

1----------2----------3----------4----------5
Not important No opinion Very important

Comments:

8. In your opinion, how do bilingual children in the U.S. feel about being able to speak two languages?

1----------2----------3----------4----------5
Not proud Neutral Very proud

Comments:

9. In the United States, do you think bilingual children have more or less understanding of people from different cultures than children who only speak one language?

1----------2----------3----------4----------5
Much less Same Much more

Comments:

10. Do you believe bilingual children in the United States will be more or less prepared to find a job in the future than those who speak only English?

1----------2----------3----------4----------5
Less prepared Same More prepared

Comments:

11. Currently, Anytown Public Schools provide foreign language instruction in [Spanish, French, German, etc.]. In your opinion, how satisfactory is this range of foreign language offerings?

1----------2----------3----------4----------5
Too limited Satisfactory Very good

Comments:

12. If Anytown Public Schools considered expanding its foreign language offerings, what additional foreign language(s) do you think should be offered?

13. How many children do you have enrolled in the Anytown Public Schools?

What grade level(s)?

14. How long have you lived in Anytown?
____1 year or less ____2 to 5 years ____6 years or more

15. Additional comments you have about this survey:

THANK YOU FOR YOUR HELP! Please return this questionnaire in the attached envelope to: Anytown Public Schools, 1000 North Main Street, Anytown, USA 00000, by _____[date]_____.

Sources cited and further reading

Sources for the first part of this chapter, "Language attitudes and language education," include Joshua Fishman's 1981 article "Language Policy: Past, Present, and Future"; Wallace Lambert and Donald Taylor's book-length study *Coping with cultural and racial diversity in urban America,* published in 1990; and the author's analysis of American public opinion polls on language attitudes, "The English Language Amendment: The Public as Language Planner in the United States."

Section 2.2, "Assessing community readiness for two-way immersion," draws heavily upon the author's 1993 Georgetown University doctoral dissertation, "The Public as Language Planner: Promoting Grassroots Bilingualism," which studied community language attitudes and parental involvement in the two-way immersion program at Francis Scott Key Elementary School in Arlington, Virginia. As part of this study, the author conducted a language attitude survey among the 174 families with children in the two-way immersion program. The attitude survey included at the end of this chapter is based on the written questionnaire used in the 1993 study of the Key School program.

Chapter 3.0

PLANNING AND ORGANIZING A TWO-WAY IMMERSION PROGRAM

3.1 Language demographics of the community

3.2 Approaching local school authorities

Introduction

In order to organize a successful two-way immersion program in a local school, two important conditions must be met. The first condition is the existence of a sizeable non-English-speaking population in the local community with young school-aged children who would participate in the program to provide the second language component. The second condition is a positive attitude towards bilingualism on the part of the parents, teachers, local school principal, school board and central administrators, and at least a tolerant attitude on the part of the local community. If these general conditions exist, a relatively small group of parents can -- with dedication and perseverance -- become the catalyst for the establishment of a two-way program in their local school.

As discussed in the previous chapter, before proposing to start a two-way program in their local school, parents should make certain that the necessary language and social attitudes exist in their community. These attitudes are perhaps the most important requirement for the success of the program, since a multilingual community with a large non-English-speaking population does not always value or even accept the idea that non-English languages should be used for instruction in the local public schools. On the other hand, if a core group of dedicated parents and sympathetic community members exists, they should not let the initial resistance or skepticism of the wider community, or even school district officials, discourage them from trying to establish a two-way immersion program.

3.1 Language demographics of the local school community

In addition to assessing parental language attitudes, parent organizers need to become familiar with local language use patterns in their school community. As explained earlier, one of the distinctive features and major instructional and social benefits of two-way immersion is that it combines children from different home language backgrounds in the same classroom for subject matter and second language instruction. Thus a local school community needs to have a fairly stable population of speakers of a non-English language who have school-aged children.

Identifying the local pool of non-English language speakers

In the majority of places in the United States, the non-English-language population will be comprised of native Spanish speakers. These speakers may be recent immigrants from South or Central American nations, or they may be long-term residents or citizens with family ties in Mexico, Cuba, or Puerto Rico. The county courthouse should be able to provide demographic information about the local population. Many counties have reanalyzed information from the 1990 U.S. census and can accurately pinpoint areas where non-English speakers live in relatively concentrated numbers. County statistics should also provide information about the languages spoken at home by these non-English speaking residents and the number and ages of children in their households.

Determining where the non-English speaking children live

In addition to county public records, the local school district planning office will usually provide helpful information about population characteristics within a particular local school's drawing area. The school administration may also collect and compile records detailing the native languages spoken by children enrolled in the local schools. This information may be broken down further according to the ages or grade levels of the children and the numbers of speakers of each language at each school in the district. If so, it will be enormously helpful in selecting a school site initially, as well as in projecting future entry-level enrollments in the program for the next few years.

If the school district serves a fairly large limited-English-speaking student population, the English as a second language (ESL) coordinator may be an excellent resource in planning for a two-way program. In addition, once the ESL coordinator sees the benefits of two-way immersion for children learning English, he or she could become one of the best advocates within the school administration.

In order to decide whether or not a two-way immersion program would be feasible in their local school, parent planners should look for relatively balanced numbers of English-speaking and native second-language children in their school's drawing area. If the student demographics are not reasonably balanced, and they often are not, then parents should consider establishing

a magnet program that would draw students from all parts of the school district. In this way, a local school with an interested English-speaking parent population but a relatively small second-language population could draw upon the foreign language resources of the larger school population in order to balance the two-way classes between English and second-language children.

Planning balanced classes

One of the most important considerations in organizing a two-way immersion program is the provision for classes that are relatively balanced between numbers of native English-speaking and native second language-speaking children. One way is to start with equal numbers, for example, 12 English and 12 Spanish-speaking students in a Spanish-English class of 24 kindergartners or first-graders. However, this is not always the best approach because if a few of the English-speaking children move or leave the program, it is often difficult to find replacements for them. This is because English speakers entering a two-way immersion class in the second or third grade must have enough proficiency in Spanish (or the program's second language) to keep up with the instruction during the non-English half of the day. It is generally much easier to find, for example, native Spanish speakers who also have high enough English skills to enter the two-way classes in the upper elementary grades.

Parent planners, then, should try to head off the potential problem of unbalanced classes in the upper grades due to the

attrition of English speakers who cannot be replaced. One way to do this is to begin at the lowest level with classes having a few more English speakers than second language speakers. As a few children generally leave the program over the years due to family moves or other reasons, the loss of second-language speakers can usually be recovered, while the loss of English speakers will not be so critical because there were a few more English speakers in the class originally.

For example, suppose the average class size at an elementary school is 24 children. Parents hoping to start a two-way program decide to target balanced immersion classes in Spanish and English, based on 12 students of each language per class at each grade level. However, keeping in mind the above discussion about attrition and replacement of English speakers, the parents decide to begin the program with a slightly larger kindergarten class the first year with 14 English-speaking children and 11 Spanish speakers. If we follow this hypothetical class through fifth grade, a typical profile of the class composition each year might look like this:

GRADE LEVEL	English speakers	Spanish speakers
Kindergarten	14	11
First grade	13	11
Second grade	12	12
Third grade	11	13
Fourth grade	11	13
Fifth grade	10	13

The history of this hypothetical class might have been as follows. During November of the first year of the program, one of the English-speaking children moved out of state with her family. For the rest of that year, there were 13 English and 11 Spanish-speakers in the class.

During the second year, the father of one of the Spanish speakers lost his job and moved the family to another city nearby, but in a different school district. Because there were a number of other Spanish speakers on the waiting list with fairly good skills in English, this child was easily replaced with another Spanish speaker. However, a second English-speaking child transferred out of the school district in January and could not be replaced. This brought the class composition to 12 English and 11 Spanish speakers. The program administrators decided to add another English-proficient Spanish-speaking first-grader to keep the total immersion class enrollment at 24 children.

The third year of the program, another English-speaking second grader left the program and was replaced by an English-proficient Spanish speaker. This brought the class composition to 11 English speakers and 13 Spanish speakers by the end of the second grade term. The next year, one of the Spanish-speaking third-graders moved and was replaced by an English-proficient Spanish speaker who was born in the United States but whose parents had maintained Spanish with him at home.

No children left or transferred during the fifth year of the

program, leaving the balance at 11 English and 13 Spanish speakers during the fourth grade year. In the sixth year of the program, another English speaker transferred to a different school and could not be replaced, leaving 10 English and 13 Spanish speakers in the fifth grade class.

By the end of fifth grade, then, the balance between English and Spanish speakers in this program reversed from 14 English and 11 Spanish in the first year, to 10 English and 13 Spanish in the sixth year. If the planners had not started with a slightly larger class of 25 students and more English than Spanish speakers, the class composition could have become seriously unbalanced over six years. Assuming the same numbers of English and Spanish speakers leaving the program and the same number of replacements in each language, the program could have started with 12 English and 12 Spanish speakers and ended with 8 English and 14 Spanish speakers.

To summarize, then, an important consideration in trying to balance two-way immersion classes is the realization that it is usually easier to find English-proficient second language speakers than it is to find second-language proficient English-speaking children. Keeping this in mind, parents and planners can start with slightly larger classes and increase the number of English speakers at the lower grades in order to keep the immersion classes relatively balanced by the time each class of students reaches fourth or fifth grade.

3.2 Approaching local school authorities

Once parents have evaluated local attitudes towards bilingualism and determined that there is a sufficiently large non-English speaking school population to draw upon for enrollments, their next task is to enlist the support of the teachers, principal, and other school administrators who will be directly involved in the two-way program. Parent planners should be prepared to present, explain, and document for school personnel the benefits of two-way immersion for the students, the attitudinal readiness of the local parents, and the language diversity available locally that make a program practical.

Parents who show a willingness to work openly with local school administrators in promoting, establishing, and operating the program will be most successful in winning the support of educators at all levels of their school district. For this reason, it is strategically important for parent organizers to build their support from the grassroots up. Their first step is to gain the interest and confidence of the parents. Next, the principal at the proposed school site should be contacted, so that he or she will feel included in the planning stages of the program.

Working with the principal

Once the parent organizing group has established a firm parental base of support for two-way immersion, they should approach the local school authorities and present their case.

The procedure for doing this will vary according to local school district customs and policies, but a few parent representatives can ascertain the best approach by calling or writing their local principal and asking how the local school or district considers a request for a new program.

In the process of making this contact, the parent planners should attempt to solicit the support and active assistance of the principal in making their presentation to higher levels within the school administration. If a directive to start a new program comes down from the school district office before the local principal's trust and support has been developed, the future of the program may well be jeopardized. If the principal is contacted first, however, he or she may become a strong ally in convincing the central office of the local school's desire for -- and ability to run -- a two-way immersion program.

In many cases, a two-way program is a new idea in the local school, requiring new teachers, new materials, and new methods. Parents must be prepared not only to be patient and understanding as the new program is developed and implemented. They must also be willing and able to participate in the day-to-day running of the program by attending parent-teacher meetings, serving on the immersion program parent advisory committee, and occasionally volunteering in the classroom or acting as a resource person by sharing special talents with the children and teachers.

Working with teachers

In addition to the principal, the teachers at the proposed school site must be committed to the success of the program. The teachers in the immersion program itself should be trained or experienced in content-based language instruction and willing to work as a team, often for more than the usual hours. Probably the best source of advice and teacher training is a nearby two-way program in another school district or state. Interested parents could consult the *Two-way Bilingual Programs in the United States, 1994-1995 Revised Directory*, published by the National Center for Research on Cultural Diversity and Second Language Learning and the Center for Applied Linguistics in Washington, DC (see **References** after Chapter 5 for complete bibliographic information).

An equally important consideration is the level of support of the non-immersion teachers and staff at the school. Sometimes a new school program raises anxieties among those not directly involved, who perhaps fear that their own jobs may be displaced. These other teachers in the school, not directly involved in the immersion program, should be kept informed of the progress of the program while it is being established so that they will not feel threatened by it or isolated from it.

When parents assure local school personnel that they will be active collaborators in two-way immersion, principals and teachers are much more apt to take the risk of starting a new instructional program. In addition, if parents demonstrate by

their enthusiasm, initiative, and careful research that they have developed the grassroots support of the local school's parent community, principals and teachers will be less concerned about trying to assure future enrollments in the program after the initial excitement of its first or second year.

Thus it is important for parent organizers to solicit the support of parents whose children are still two or three years younger than the beginning grade level of the prospective program. Since not all of these parents will be members of the local PTA, organizers may need to personally contact friends and neighbors whose children are still at home or in local nurseries or daycare centers. These parents should be invited to informational meetings or mailed the parent attitude survey and kept informed of progress in establishing a two-way program that could enroll their children two or three years later.

School board and district administrators

Besides principals and teachers, the school's central or district administrators, as well as the local school board, need to be convinced of the benefits of two-way immersion and willing to allocate funds, personnel, space, and materials to the program. In many cases, the school board or school district office will be most persuaded by the interest, enthusiasm, persistence, and commitment of the parents involved in planning and promoting the program. In addition, securing the principal's support at the proposed school site is important evidence to

administrators that two-way immersion can be implemented with a minimum of disruption to the local school's ongoing operation.

It is sometimes the case that parents will be interested in two-way immersion and teachers and principals will be supportive and willing to establish a program, only to be discouraged by central school office personnel. In these circumstances, it is important to appeal to the local school board, particularly if it is an elected rather than an appointed board. Parental desires, backed by a feasible plan, accurate enrollment statistics, and the support of local teachers, might serve to persuade the board to implement two-way immersion, if only on a small scale with a pilot class or two at one local school.

However, if school authorities are not convinced of the need for or benefits of a two-way program, parent planners should reassess local language attitudes, particularly among the general public who support the local schools through taxes but do not themselves have school-aged children. Another possible ally is the local business community, especially in areas where there is a culturally and linguistically diverse workforce. Employers can be vocal advocates of the importance of language skills for their employees. In many areas, it is important for managers and supervisors to be fluent in both English and a widely-used second language such as Spanish.

If the local school board can be shown that the wider community supports bilingual proficiency in schools and in the workplace, they are much less likely to think that they may be

making a locally unpopular decision on the recommendation of a small group of parents. However, the program's implementation may need to be postponed for a year or so until the necessary coalition of parents, citizen advocates, and local school personnel can be consolidated in support of a two-way immersion program.

Neighborhood attitudes

A receptive attitude towards bilingualism on the part of citizens in the local community outside the school itself will greatly ease the establishment and promote the smooth operation of the program. Because of their innovative approach to bilingual education, two-way immersion programs often become the focus of community attention and involvement, as well as a subject of local media interest. As a two-way immersion program grows, it attracts parents and teachers from nearby schools who are eager to know if this method of instruction "really works" in a diverse multicultural school community. Parents want to see if two-way immersion can improve students' academic achievement and language proficiency, as well as encourage harmonious social relations between the different language and ethnic groups in the classes.

As discussed above, parental outreach into the local community is crucial in order to ensure a continuing flow of new enrollments into the lower grades of the program. In addition, parents may occasionally need to share their own experiences in

order to dispel misunderstandings which sometimes arise from the general public who are often unfamiliar with the educational and social goals of two-way immersion. It is particularly important that parent organizers (and after the program is established, the immersion parent advisory committee) develop cordial relations with the local media, as well as with local civic organizations promoting multiculturalism.

Parents might wish to appoint a subcommittee in charge of public information to work with the school in preparing informational releases for parents and citizens and to handle inquiries from the local press and the community as the two-way program gains visibility. In this way, the immersion parents, along with local school staff, can coordinate and clarify information about two-way immersion as it is presented to the wider public.

Sources cited and further reading

This chapter draws largely upon the author's three-year study of community involvement in the two-way immersion program at Key Elementary School in Arlington, Virginia (1993 doctoral dissertation by Barbara A. Craig, "The Public as Language Planner: Promoting Grassroots Bilingualism"). As part of this experience, the author served for four years as a volunteer member of the citizen advisory committee to the local school board on matters of curriculum and instruction in the foreign language program of the Arlington Public Schools.

The section on "Planning balanced classes" is based on the discussion of two-way immersion class size in the article by Nancy Rhodes, Donna Christian, and Susan Barfield, "Innovations in Two-Way Immersion: The Key School Model."

Chapter 4.0

PARENTAL INVOLVEMENT IN THE PROGRAM

4.1 Challenges: The first six weeks

4.2 The immersion parent advisory committee

4.3 Home/school cooperation

Introduction

A successful two-way immersion program is a series of partnerships. It is a team effort on the part of the immersion teachers, who must work together to ensure that all the children are learning not only the regular content curriculum, but a second language as well. Two-way immersion creates a cooperative learning situation between the students themselves, as children from different language backgrounds act as peer tutors and second language models for each other in the classroom. As we have seen, establishing and running a two-way immersion program is also a collaborative venture on the part of local parents, teachers, and school administrators.

Just as important as these partnerships is the home-school cooperation that results from active parental involvement in the daily operation of a two-way program. The experiences of parents and teachers over the last twenty years have shown that children gain important emotional, social, and academic benefits when their parents participate in their education through supportive activities at home, at school, and in the community. Elementary-age children whose parents are involved in their education behave better at school, attend more regularly, enjoy school and learn more than children whose parents aren't actively involved.

Parental involvement doesn't just mean volunteering in the child's class. Other important ways to become involved include learning at home with the child, attending school PTA meetings and evening programs with the child, and serving on school or community-based committees that support two-way immersion.

4.1 Challenges: The first six weeks

Learning a new language is a complex task. For any child, beginning school for the first time as a kindergartner or first grader may also be a difficult time. The special challenge of early two-way immersion is that it combines these two events: learning in the school setting, and doing it partly through an unfamiliar language. Parents should be prepared for some trying, but usually temporary, incidents as their children get used to coping with a demanding set of new experiences. There are a number of important steps immersion parents can take that will help make the transition easier for their children, as well as reassuring the parents themselves that they have made a good decision in choosing immersion.

Be prepared

First, if there is an immersion program in a nearby school district, parents should try to arrange an informational meeting where "veteran" immersion parents can come and talk to new and prospective immersion parents in their own school or district. Hearing about their trials and successes will give new immersion parents confidence in anticipating and handling their own new situations. In addition, parents might be able to arrange to visit an immersion class once or twice with their children during the spring before the child begins the immersion program so that the use of two languages will seem less strange.

Make changes slowly

Second, new immersion parents should be aware that both they and their child will be under additional stress at the beginning of the immersion experience. Some parents report that their child seems very unhappy during the first few weeks of school, perhaps crying at home and refusing to return to class. More often, parents note that after a month or two their children settle into the routine of school and report that they "love" learning in a second language. Sometimes these are the same children who seemed so upset and unhappy at the beginning of the semester. Parents should try to remember that these first few weeks are an adjustment period for their children, and not request changes in classroom or teacher assignments too early. What may seem like troubles resulting from the new language requirements of two-way immersion may actually be a result of a child's trying to cope with a new building, new friends, new adults, and new activities associated with beginning school.

Keep lines of communication open

Third, parents should keep in mind that immersion is not only a new experience for them and their child, but for most of the other children and their parents, and possibly for the teachers and principal, too. Regular, clear communication with the immersion teachers and the other parents in the program is crucial at this time and will help to head off real problems in student placement or adjustment to immersion. If possible,

parents should organize and participate in an immersion parent advisory committee (see section 4.2 below) to facilitate home-school communication as well as to gain support from talking with the other parents. A special immersion "back-to-school night" where parents can share experiences and concerns has also proved helpful in schools just beginning to implement two-way immersion classes.

Have modest expectations

Finally, new immersion parents shouldn't expect too much too soon. Even though at first a child may not speak a word of his new language at home, parents should be assured that he is learning by listening and observing in class. Recall that listening is how children acquire their first language at home. Toddlers can respond to simple language such as "Close the door" long before they can say the word "door." As a child gains confidence in his new language at school, he will begin to share it with his parents at home. Parents also need to remember that if they do not already speak the second language, it may not occur to their children to speak it to them at home.

Parents who are concerned about their child's progress in his new language should first consult with his teachers. They might ask the teachers if it would be appropriate for them to arrange to "sit in" on their child's class for an hour or so. Many parents are unable to gauge their child's progress in an unfamiliar language and report being surprised and pleased when

they visit the school and see their child actively participating in class and speaking the second language.

4.2 The immersion parent advisory committee

The parent advisory committee is an important channel of communication among immersion parents. While all parents are "members", not all will have the time or confidence to participate regularly and actively in its meetings due to work schedules or cultural differences. However, all can and should benefit from its support-giving and information-sharing activities.

Immersion program newsletter

If willing volunteers are available, a particularly important function of the parent advisory committee should be the publication and distribution of a bilingual quarterly newsletter. This could be as simple as a one-page summary of immersion class activities and upcoming events. Whatever format is used, it should be produced in both of the languages of instruction used in the immersion classes. Publishing a bilingual newsletter has three purposes: 1) it provides important information to all parents in their own home language; 2) it encourages social contact between parents who participate in the translation and writing of the newsletter; and 3) it demonstrates respect for speakers of both program languages.

Parental involvement in the academic program

The parent advisory committee also has an important role to play in the evaluation and operation of the immersion program. Parents should expect, and ask for, regular reports from teachers regarding their children's academic and language-learning progress. In return, parents should be prepared to support their children's learning by working with them at home in ways that support what they are studying in class (see section 4.3 below).

Some parent advisory committees have even arranged second language classes especially for the immersion parents, so that they can learn the new language along with their children. In many communities, the language-minority parents may already speak some English, or they may be studying together in community-based English as a second language classes. However, many English-speaking parents find that local college-based or continuing education courses in the non-English language are not suitable for their needs, as they may concentrate on academic or "adult" vocabulary. So some parent advisory committees recruit and hire one of the immersion teachers to hold classes for parents in the non-English language, and in that way ensure that they will learn some of the vocabulary their children are learning in class. Naturally, parents studying the new language one or two evenings a week cannot expect to learn as much as their children, who are exposed to the second language for half a day five days a week. However, parents can gain some familiarity with the new language and thus be of help to their children as they complete homework.

Building an immersion parent social network

Besides providing information and program support, the immersion parent advisory committee can also act as an important source of emotional and social support for the immersion families. After their children enroll in immersion classes, many English-speaking parents find that they have a greater desire for social contact with their non-English-speaking neighbors. Some immersion parent groups have sponsored social events for the whole family, such as picnics, outings, or neighborhood block parties if the immersion program draws from a limited area near the school. Encouraging immersion children to play or study together in each other's homes also gives them extra opportunities to practice their two languages as well as to develop lasting friendships with children from another cultural or language background.

Another important function of the parent advisory committee is promoting the immersion program locally to other parents. If a program has a strong advisory committee, a valuable project would be to make a "home video" of the immersion classes in cooperation with teachers and other school personnel. Not only do the children take pride in "starring" in the show, but it can be a particularly attractive way to introduce new immersion parents to the program and to recruit new immersion families.

Immersion parents will also want to make sure that non-immersion families in their school or area understand the program and its goals so that immersion won't be seen as an "exclusive"

program. Immersion parents should actively recruit families in their school district, if possible, in order to promote school loyalty and strengthen the available networks among parents and children from both language groups who live nearby. Word of mouth from satisfied parents is one of the best ways to promote two-way immersion, as it allows prospective parents to express their own concerns about the program and get personal answers to their questions.

4.3 Home-school cooperation

Parental involvement is particularly important during the initial set-up period of a two-way immersion program. As discussed at the beginning of this chapter, both parents and children face a number of challenges in participating in an instructional program involving a home-school language switch. And immersion students, like any other children, benefit from the continuing interest parents show in their schooling even after the program is well-established.

Supportive participation: Helping at home

One of the most important ways parents can become involved in their children's learning experience is to show interest and enthusiasm for immersion at home. Some parents may prefer not to help directly with their child's homework. Even so, they can provide a supportive learning environment at home by making children's books and magazines available to their children in

both program languages. Setting aside a place for children to read and study at home also facilitates regular study habits. Finally, parents can make sure that their children go to school ready to learn by seeing that they get adequate food and rest, and come to class with the school supplies they need.

Other parents prefer to take a more active part in helping their child learn at home. It is not necessary for parents to be fluent in both languages used in the immersion program. Even if parents do not speak the second language, they can encourage their child to discuss, in the parents' home language, what she is learning in the second language. Because immersion classes study the same curriculum as non-immersion students in their school, discussing regular school subjects with immersion students in their home language aids their learning and retention in both languages.

Helping immersion students with regular reading assignments, math problems, and other homework in their home language (whether it is English or the second language used in the program) will serve to reinforce the concepts the children are learning in both languages and will help consolidate material presented in school. This is true because as children learn in two languages, they are able to "transfer" the content of what they have learned in one language to the other, as long as they develop the appropriate vocabulary in both languages. Parents can help this process by discussing at home in English, for example, what their child is studying at school in Spanish. The parent advisory committee can

ensure that parents are informed about what topics the children are studying in each language so that parents can encourage this information transfer process during family discussions of school-work at home.

Active collaboration: Volunteering at school

A second important area of home-school cooperation is that of helping out at school to support the immersion program. Some parents may be able to volunteer as classroom aides, especially if they speak the program's second language. Another possible area of service would be to accompany the immersion class on a field trip as a parent chaperone or driver. Alternatively, a parent may have a special skill or area of knowledge that could be shared with the immersion class in one of their languages.

The immersion parent advisory committee can serve as a liaison between school staff and parents, perhaps arranging volunteer opportunities for parents or communicating teachers' needs to the parents. One immersion program asked the teachers to write bilingual "want ads" for the help they needed. Services included a range of activities, from helping in the classroom to collecting crafts materials for the children's projects. These ads were then published in the monthly immersion parents' news-letter, and parents were encouraged to answer the ads and help out in the way that best suited their time and talents.

The fact that immersion children learn through two languages encourages the in-school involvement of parents from both home

language backgrounds. This is an important feature of two-way immersion, because the presence of parents from both language groups in the classroom or at school activities reinforces the notion that both languages are valuable and useful for the students to learn. Immersion students need to see that "their languages" are not simply school subjects used only in class, but are active, vital means of communication used by other children and adults in the wider community.

Promotive interaction: Working in the community

Parents can make a significant contribution towards the success of the immersion program by serving on the parent advisory committee, the parent-teacher association (PTA), or other school-related committees. Many PTAs or immersion advisory committees meet only once a month, allowing parents with busy schedules to participate. By serving on school-based committees, parents can have a direct voice in the daily operation of the immersion program and its relation to other school programs.

Organizing community members who are not parents, but who have a professional background in language education or who support two-way immersion, is also an important advocacy activity that parents can take part in. Some school districts have citizen committees that advise the local school board on curriculum and program decisions. Immersion parents can try to recruit a diverse group of citizens, such as business people and leaders from the second-language community, to serve on school

board advisory committees. This will broaden the base of local support for two-way immersion and demonstrate the importance of bilingual proficiency in the wider community.

Finally, parents can help organize or attend local school events that include immersion students, such as school-wide talent shows or special bilingual musical or dramatic programs including immersion students. Attendance at school events is a type of involvement that most parents enjoy, and that all children appreciate.

Sources cited and further reading

This chapter is based largely on the author's experiences in studying the planning and implementation of the two-way immersion program at Key School in Arlington, Virginia. Informal observation of immersion classes and conversations with parents and teachers provided the basis for the description of home-school cooperation. Attendance at immersion parent meetings revealed the challenges parents, teachers, and children face during the early weeks of the immersion experience.

Another important source of information on parental involvement is *Fostering Home-School Cooperation: Involving Language Minority Families as Partners in Education*, by Emma Violand-Sánchez, Christine P. Sutton, and Herbert W. Ware. This monograph is a 1991 publication of the National Clearinghouse for Bilingual Education, funded by the U.S. Department of Education.

Chapter 5.0

SUCCESSFUL TWO-WAY PROGRAMS: PROFILES AND A CASE STUDY

5.1 Selected school profiles

5.2 Case study: Key School Immersion Program

Introduction

The tremendous variation in local population characteristics in the United States has yielded a diversity of two-way immersion programs currently operating successfully in widely differing communities across the country. How two-way immersion instruction is implemented varies according to the number and ethnic background of non-English speakers in the community, the local availability of suitable teachers, and a particular school's daily scheduling requirements. However, all two-way programs share the same basic goals for each student: academic achievement, bilingual proficiency, and cross-cultural understanding.

The flexibility of the two-way approach is thus one of its strengths. An overview of a small part of the variety of two-way programs that have been organized in diverse local communities is given in this chapter. It presents eight two-way programs operating in schools with very different geographic, demographic, ethnic, and linguistic characteristics. While your own community probably will not match any one of the profiles described below, it may resemble a number of the schools in specific ways.

Finally, the chapter includes a brief summary of a case study describing the history and development of a local two-way immersion program. This case study shows how the factors of community demographics, language attitudes, and parental involvement are interrelated in the organization and operation of a second-language instructional program that is uniquely suited to the social and linguistic conditions of the local school community.

5.1 Selected school profiles

Dual Language Program -- PS #84, New York, NY

One of the longest-running two-way immersion programs in the New York City Public Schools is at PS #84 on West 92nd Street. Since 1985, the program has served students in its drawing area, which is about 50% Spanish-speaking and 50% English-speaking. As of 1991, there were about 300 children enrolled in the program in grades K - 6. The program strives to "develop communicative fluency in Spanish and English", to promote academic achievement for all children, and "to develop greater understanding and appreciation of cultural and linguistic diversity".

The program follows the two-way immersion model, providing all instruction in Spanish and English. Use of the languages is alternated by day, with all instruction given through English one day and through Spanish the next, so that by the end of two weeks, the amount of time spent learning through each language is equal. Children are grouped by ability in linguistically mixed groups for content instruction, but receive initial reading instruction in their home language. During non-language subject instruction, the children receive instruction in both of their languages, alternated by day as described above.

Staff from the New York City Board of Education's Office of Research, Evaluation, and Assessment evaluate the program. The evaluators assess the students' English and Spanish proficiency, academic achievement in Spanish, and academic progress in English as measured on the New York City Reading and Math Tests.

The San Diego Immersion Program, San Diego, CA

In 1975, San Diego piloted two-way immersion programs in six of the city's elementary schools. The mix of students in each class was about 60% native Spanish-speaking and 40% native English-speaking. The programs used a modified early total immersion model. The classes resembled total immersion in that all instruction was in Spanish through third grade, except for 20 minutes of English a day in preschool, 30 minutes daily in kindergarten, and an hour a day in grades 1 - 3. As in total immersion, the amount of English instruction increased to 50% of instructional time in fourth through sixth grades.

However, the classes differed from total immersion because like two-way immersion, they included native speakers of the target language, Spanish. In addition, about half of the instruction was in English in the upper elementary grades, so students learned content area subjects such as math and social studies through both of their languages. Most importantly, including Spanish-speakers allowed for cross-language peer tutoring among the children from both home language groups, an impossibility in traditional total immersion classes.

A five-year longitudinal study of 78 of the children enrolled in these classes measured their reading achievement in English and Spanish, as well as their performance in math, tested in both Spanish and English. The results showed that both Spanish and English-speaking children made steady progress in math and reading achievement in both languages each year.

The Oyster Bilingual School, Washington, DC

The Oyster School population is about 60% native Spanish-speaking and 40% English-speaking, so in 1971 the school adopted a full bilingual curriculum in grades K through 6. Oyster School administrators decided to mix the language groups in all classes and hire two teachers, one English-speaking and one Spanish-speaking, for each classroom. Subjects are taught in Spanish and English on alternate days or class periods, with instruction led by the dominant language teacher. The Oyster program thus closely resembles the two-way model described above: relatively balanced numbers of native speakers of the two languages of instruction study together; languages are used separately for instruction in subject matter classes; and about half of the instructional time is spent in each language.

One unique feature of the Oyster model is the presence of two teachers in each classroom. Although the school has had good success with this approach, double-staffing makes the program very expensive. For this reason, the DC Public Schools have not expanded or replicated the Oyster program, in spite of its popularity with local community parents. In fact, during 1993 public schools budget hearings in the District of Columbia, the Oyster School bilingual program was a target for funding cuts. There was vocal public opposition to closing the program, however, and it continues to operate. While the Oyster program has not been formally evaluated like the San Diego program or some other projects, its longevity testifies to its success.

The Inter-American Magnet School, Chicago, IL

According to the Chicago Public Schools dual language immersion curriculum guide, "the Inter-American Magnet School opened in 1975 through the initiative of Spanish and English-speaking parents. The school provides English language arts and Spanish language arts to all students from preschool through eighth grade as well as content-area instruction in both languages, with an emphasis on the study of the cultures of the Americas." Strong parental support and involvement continues in the program. In 1992, school administrators said, "We have hundreds of students on our waiting list."

The school population is about 65% Spanish-speaking and 35% English-speaking. Children from both home language backgrounds are mixed in classes for all content instruction, but are taught language arts in homogeneous language groups. In grades K - 3, English language arts is the only subject taught in English; in grades 4 - 8, students learn content subjects in Spanish and English on alternate days. The division of languages of instruction closely parallels the early total immersion model, with Spanish used for 90% of instruction in K - 1, 80% in 2 - 3, and about 50% in grades 4 - 8. The presence of native Spanish-speaking children marks the classes as two-way immersion.

The Inter-American Magnet School two-way immersion program has a formal evaluation component. An outside evaluator assesses the children's proficiency in English and Spanish, as well as their academic subject area achievement in both languages.

Davis Bilingual Magnet School, Tucson, AZ

In 1980, the Tucson Unified School District began a magnet bilingual program at Davis School with classes including both Spanish and English-speaking students. The school population includes about 69% Spanish-speaking and 31% English-speaking students, and the stated objectives of the program are "to help each student become bilingual and biliterate with respect for and knowledge of different cultures."

Spanish is used 50% of the instructional time in grades K - 5, except that all children receive language arts instruction in their home language, including initial instruction in reading. Students from the two languages work in cooperative learning groups while studying content subjects, including science, math, social studies, art, and music. The program closely follows the two-way partial immersion model, with half of the instructional time in each language and with students from both language groups present in the classroom for content-area instruction. The use of cooperative learning methods encourages peer-tutoring across language groups.

An evaluator from the Tucson Unified School District assesses Spanish and English language proficiency, and academic achievement in the content areas in both English and Spanish. In addition, the evaluation component measures the children's self-esteem and attitudes in order to determine the success of the immersion program in developing a positive ethnolinguistic self-image as well as respect for another culture and language.

Fort Lupton Bilingual Program, Fort Lupton, CO

Established in 1972, the Fort Lupton Bilingual Program currently serves over 1,000 Spanish and English-speaking children in grades pre-K through 6. The ethnic composition of the school population is about 45% Spanish-speaking and 55% English-speaking. The objectives of the program are that the children will gain basic skills in their home language, learn the second language, develop a positive self-concept, and develop cultural awareness of speakers of the other language group.

Spanish is used for 100% of instruction in pre-K and 90% of the time in kindergarten. Instruction in English increases to 20% in first grade, 30% in second, and 50% in third through sixth grades. Initial reading instruction is given in the children's home language, but students from both language groups are combined for most content instruction (classes in math, social studies, science, music, and physical education). The program design resembles early total immersion in the use of Spanish as the dominant language of instruction in the primary grades. However, the inclusion of native speakers of Spanish, as well as the 50-50 use of English and Spanish in the upper elementary grades, marks this as a truly two-way program.

Beginning in 1991, the program prepared an evaluation of the children's English proficiency and their academic achievement in content areas, tested in English with the Iowa Test of Basic Skills. However, the program's longevity and high enrollments testify to its acceptance by the community.

AMIGOS Two-Way Language Immersion Program, Cambridge, MA

Established in 1986, the AMIGOS program serves over 250 children in grades K - 5 in two elementary schools in the Cambridge Public Schools. These schools have about 22% Spanish-speaking and 78% English-speaking children in their drawing areas. AMIGOS aims to increase all students' proficiency in both Spanish and English, improve their academic performance, and enable them "to develop a greater understanding and respect for other cultures and societies." The program also "offers parents a true participatory role in the program and interaction with others so as to experience a greater tolerance and understanding of other cultures and their languages, traditions, and values."

AMIGOS is a true two-way partial immersion program, with Spanish and English each used for 50% of the instructional time in grades K - 5. The children work in "heterogeneous cooperative learning groups", where students from each home language group are combined for content instruction. Rather than being repeated in each language, subject matter such as math and social studies is delivered continuously, one week all in Spanish, the next week all in English.

An outside evaluator assesses students' English and Spanish proficiency and their academic achievement in both English and Spanish. In addition, the children are given surveys to determine their level of self-esteem and to measure their attitudes towards speakers of their home and second languages, and towards the languages themselves.

5.2 Case study: Key School Partial Immersion Program

The remainder of this chapter summarizes the development and implementation of the Spanish-English two-way immersion program at Francis Scott Key Elementary School in Arlington, Virginia. Arlington is a 26-square-mile suburban county adjacent to Washington, DC, with a population of about 180,000. During the 1980s in Arlington, as in many other American cities, important social and population changes took place. As a result of war, famine, and social unrest in Southeast Asia, Central America, the Middle East, Northern Africa, and Eastern Europe, Arlington has received a continuous stream of non-English-speaking immigrants since the mid-1970s. By 1993, one out of five Arlington residents was foreign-born and one in four spoke a non-English language at home. The great majority of Arlington's foreign-born are native speakers of Spanish. Many are immigrants from El Salvador, Mexico, or other Central and South American countries.

Because Arlington has a multilingual, multiethnic population, the county school system has been experimenting with new ways to educate both its English-speaking and language-minority children. The Arlington Public Schools served over 16,000 students in grades K through 12 during the 1993-94 school year, and over 20% of its elementary school children were classified as limited English proficient. One way Arlington has tried to cope with its increasingly diverse student population was to start a Spanish-English two-way immersion pilot program in the fall of 1986.

Historical overview of the Key School two-way program

Key Elementary School, the site chosen for the program, has a highly diverse student body with a large proportion of non-English-speaking children. About 45% of the families living in the Key School drawing area are foreign born; over 20% are of Hispanic origin and speak Spanish at home. Thirty-five percent of Key's students are limited English proficient, and the great majority of these students are native speakers of Spanish.

For a number of reasons, Key Elementary appeared to be the ideal school to pilot a partial immersion program. First, it had a high proportion of native Spanish-speaking students. Perhaps even more important, the principal had a keen interest in establishing the program and other school staff members supported his efforts. In order to begin the first partial immersion class in September, the principal went door-to-door in the Key School neighborhood during the summer of 1986 persuading both English and Spanish-speaking parents to enroll their children in the experimental program. He was able to convince enough parents so that the program could begin in the fall with a balance of English and Spanish-speaking children.

The first class began with 17 first-graders: nine native speakers of Spanish and eight native speakers of English. During the 1986-87 school year, five students transferred into the immersion class. The next year, 15 of these students, plus three new to the program, continued as second-graders. In addition, a new partial immersion first grade was added, composed of nine

native Spanish speakers and ten native English or English-proficient speakers. The program has continued to grow every year since 1986. By its ninth year (1994-95), it included 295 children in grades K through 5. The classes are generally balanced with a 40-60% ratio of English- to Spanish-speakers.

An important asset of the Key School partial immersion program has been its outstanding teaching staff. Since its beginning, the teachers for the Spanish half of the day have been either native or fluent speakers of Spanish who are also fluent in English. They represent a variety of cultures, including the Dominican Republic, Mexico, Puerto Rico, Bolivia, Chile, Spain, and Cuba. In addition, the current principal at Key School is a native speaker of English who is fluent in Spanish, and the immersion specialist is a native speaker of Spanish, also fluent in English. The principal's strong administrative support of the immersion program has contributed greatly to its success.

At the beginning of the program, few classroom materials in Spanish were available, so the teachers often translated or adapted English-language materials during the first year. The collection of Spanish-language materials was expanded considerably during the second year, and part of the funds from a U.S. Department of Education grant for the 1991-92 school year were also used to add Spanish books and materials. These materials included dictionaries and encyclopedias, Spanish-language pleasure reading books for the children, as well as subject area classroom materials in Spanish.

Evaluating parental attitudes: the Key School survey

One of the strengths of the Key School Partial Immersion Program has been its continuous use of an outside evaluator to monitor the program, evaluate student progress in both Spanish and English language proficiency and in academic content areas, and suggest improvements to the program. The Center for Applied Linguistics (CAL) in Washington, DC, assumed this role and has been closely involved with the program since its beginning.

In addition, local citizens have been involved with the Key School immersion program since the first class was organized in 1986. The Foreign Language Citizens Advisory Committee (FLCAC) is a community-based volunteer group that advises Arlington County Schools on its program of foreign language instruction. The FLCAC has been keenly concerned about the future of the immersion program and has made yearly recommendations to the school board concerning its continuation and expansion. These two strands of outside evaluators and observers have become intertwined over the last eight years to produce a strong network of support and direction for the program, based on the educational needs of the children and the desires of their parents.

In the early years of the program, CAL staff had briefly interviewed some of the immersion parents to discover their opinions of the program. These informal surveys revealed highly positive attitudes towards immersion on the part of both the English-speaking and Spanish-speaking parents. During the 1991-92 school year, the sixth year of the program, CAL's evaluation

included a written questionnaire, in both Spanish and English versions, sent to the parents of the immersion students at Key School. The purpose of the survey was to gauge the parents' satisfaction with the immersion program, as well as their attitudes towards bilingualism. Out of the 174 families surveyed, 113 completed and returned their questionnaires.

The English-speaking parents gave three major reasons for enrolling their children in the Key School program: positive exposure to cultural diversity, early second language acquisition, and future job opportunities. By contrast, the Spanish-speaking parents overwhelmingly cited Spanish language and culture maintenance as the major reasons for enrolling their children in the partial immersion program. While the Spanish-speaking parents were concerned about their children maintaining their native language, these same parents almost unanimously felt that it is "very important for children to understand and use English fluently" in the United States. Ninety-seven percent of the Spanish-speaking parents, compared to 90% of the English-speaking parents, chose "very important", the highest point on the scale, in response to this question. Thus the desire to maintain Spanish on the part of the Spanish-speaking parents in no way detracts from their determination that their children also become fluent in English.

The English-speaking and Spanish-speaking parents' reasons for enrolling their children in immersion are both complementary and overlapping. English-speakers wanted exposure to cultural

diversity while Spanish-speakers wanted their children to maintain their cultural and linguistic identity. Both groups wanted second language instruction for their children, possibly resulting in bilingual competence. And both groups of parents thought that proficiency in a second language would be an economic advantage for their children in the future job market.

All parents saw two-way immersion instruction as uniquely suited to achieving these interrelated goals. Moreover, neither group seemed to view their reasons as the only or even the most important ones justifying the existence of the immersion program. Both groups of parents acknowledged that because Key's two-way immersion program served the differing needs of the two groups, it benefited both.

Citizen involvement: Community, parents, educators

The remarkable popularity of the Key School immersion program has been the result of a gradually evolving coalition of Arlington County citizens committed to the expansion of the foreign language instructional program of the Arlington Public Schools. This loose alliance of language-related interests includes parents, educators, and others concerned about the quality of education, and especially foreign language instruction, in the public schools.

Arlington County has a strong tradition of citizen involvement in its schools. While only 20% of the households in Arlington County have school-aged children, Arlington's voters

have consistently approved school bond issues; more than 1,500 community members volunteer as tutors and classroom aides; and more than 300 Arlington County residents participate in local educational planning and evaluation by serving one of the school board's 15 citizen advisory committees.

In addition to the support of the parents, the partial immersion program has received the endorsement of the Arlington Foreign Language Citizen Advisory Committee. As the community volunteer body responsible for monitoring the foreign language curriculum in Arlington's public schools, the advisory committee has taken a strong interest in the Key School partial immersion program since its beginning.

Due to space limitations at Key School, the program has not been advertised or actively promoted by the school. The demand for partial immersion has been spread by word of mouth among parents who hear about it from satisfied participants and ask for more information. When the program was opened up to countywide enrollments in 1989, there were so many applicants that a waiting list had to be started. During the 1991-92 school year, parents began to call or write to the school board to express their dissatisfaction when they could not enroll their children in the Key School program. Much of the popularity of the immersion program is due to the support of English-speaking parents, who make up the bulk of the waiting list. In Arlington, English-speakers are also the most politically influential constituency of the school board.

Because of the continued popularity and local demand for partial immersion classes in Arlington, the Foreign Language Citizen Advisory Committee (FLCAC) formed a five-member immersion subcommittee in October 1992. Two members whose children attended Key School networked informally with Key's immersion parents and involved them in the planning process for expanding the program. The FLCAC immersion subcommittee members actively participated in parent-teacher meetings at Key School and encouraged both English- and Spanish-speaking parents to attend local school board meetings. In the spring of 1993, parents increasingly began to show their support for the partial immersion program by voicing their concerns directly to the school board. The participation of Spanish-speaking parents in school board meetings has been particularly significant, because it shows that the grassroots coalition of language interests in Arlington is not limited to mainstream parents and educators.

Expanding the program: The school board response

Due to the increasing interest and support of Arlington parents, the Key School program has added new classes at the kindergarten or first-grade levels each year to accommodate more children. In the spring of 1991 in response to continued parental interest, the school board authorized the establishment of one or more additional partial immersion programs at county elementary schools according to local school demand. Two new partial immersion programs opened at Abingdon and Oakridge

elementary schools in the fall of 1992 at the request of parents from those schools. In addition, the school board extended the Key School program by offering Spanish partial immersion classes at Williamsburg Middle School beginning in 1991.

Throughout the 1992-93 school year, parents continued to attend school board meetings, write the superintendent of instruction, and call the Key School principal and immersion coordinator to express their interest in enrolling their children or seeing the program expanded to the high school level. In addition, the Foreign Language Citizen Advisory Committee continued to monitor the various immersion programs in the county, met with teachers and parents involved in the various programs, and recommended to the board in May 1993 that Arlington Public Schools "develop and implement a full Spanish K-12 Partial Immersion Curriculum which preserves the integrity of the current elementary school program and provides for content-based instruction in Spanish."

In response to crowded conditions at Key School along with increased demand for immersion classes, the school board expanded the program to include an off-campus location at Reed Elementary School in the fall of 1993. Parental acceptance of the new Reed School partial immersion program provides a dramatic example of the increasing popularity of immersion in Arlington. In the spring of 1992, parents at Abingdon School had trouble finding enough English-speaking children to make up two first-grade partial immersion classes. These parents went out to local day

care centers and private nursery schools where they found and signed up enough additional children to guarantee two immersion classes in the fall because initially there wasn't enough support within their school's immediate drawing area.

The contrast in parental acceptance of the new Reed School program, which draws countywide, is striking. Only a year after the start-up of the Abingdon program, in May 1993, all places for English-speaking students had been filled in the Reed School immersion program, which is an extension of the original Key School program. Even though parents on the Key School waiting list were given first priority to enroll their children, the establishment of the extension program at Reed has again generated a waiting list of interested parents countywide.

Looking to the future: Establishing an immersion curr[illegible] a

Since the start of the original Key School program in 1986, Arlington County has seen a tremendous increase in interest and demand for Spanish partial immersion instruction. The Key School program continues to have a long waiting list, and immersion parents whose children are approaching middle-school age are becoming increasingly interested in the school board's plans for extending the immersion program into the high schools.

In just nine years, the vision of the former Key School principal has grown to include over 500 children, their parents, and school staff associated with the partial immersion programs operating throughout Arlington County. Beginning with a small

group of parents and teachers in one school, the public interest in and commitment to two-way immersion has widened to embrace parents and educators in other schools and citizens serving on the Foreign Language Advisory Committee, as well as the members of the school board itself.

Based on the success of Key's program, its extension to the middle school, its expansion to the Reed School campus, and the establishment of the two school-based programs at Abingdon and Oakridge, the school board began looking seriously at the future of immersion in Arlington's schools during the 1993-94 school year. At the request of the board, school staff gave an instructional presentation on immersion at the 21 October 1993 school board meeting. Students and teachers from the elementary and middle school immersion programs participated in a demonstration class for the board. In addition, 13 parents attending the meeting spoke in support of expanding the immersion curriculum during the "citizen comment" portion of the meeting.

In March 1994, the superintendent of instruction called for the formation of "a citizen/staff committee to study issues related to immersion programs and make recommendations regarding future directions." This group, composed of immersion program principals, county foreign language staff members, immersion parents, and Foreign Language Citizen Advisory Committee representatives, met four times in the spring of 1994. In May, the Immersion Study Committee forwarded to the school board a set of seven recommendations concerning immersion, dealing with the

major issues of the expansion of the program at elementary, middle, and high school levels; equitable access to immersion instruction by families countywide; and teacher recruitment and coordination of the immersion programs throughout the county.

The future of an integrated K-12 immersion curriculum in Arlington's public schools is not yet assured, but the enthusiasm and momentum generated by parents, citizens, and educators working together serves as a model to small groups of parents in communities across the nation interested in starting a two-way program. Arlington's experience helps clarify the relationship between community demographics, language attitudes, and parental involvement in the organization and operation of a second-language instructional program that can contribute to academic achievement, bilingual proficiency, and cultural understanding through the public schools.

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Key School Partial Immersion Program -- author's doctoral dissertation, "The Public as Language Planner: Promoting Grass-roots Bilingualism."

The remaining program summaries (listed below) were drawn from the directory *Two-way bilingual programs in the United States, 1991-1992*, compiled by Donna Christian and Cindy Mahrer:

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Oyster Bilingual School, Washington, DC;

Davis Bilingual Magnet School, Tucson, AZ;

Ft. Lupton Bilingual Program, Ft. Lupton, CO;

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